

From: Ballotpedia updates@info.ballotpedia.org
Subject: Hall Pass: Your Ticket to Understanding School Board Politics, Edition #81
Date: October 11, 2023 at 4:05 PM
To: jennifer.newby@boyle.kyschools.us

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Ballotpedia's Hall Pass


Keeping you up to date on school board politics and education policy

Welcome to Hall Pass

October 11, 2023

Welcome to Hall Pass, a newsletter written to keep you plugged into the conversations driving school board politics and governance.

In today's edition, you'll find:

- Deep Dive Part 2: The science of reading debate 
- Share candidate endorsements with us!
- School board filing deadlines, election results, and recall certifications
- Virginia school board election preview—Prince William County Public Schools
- Extracurricular: education news from around the web
- Candidate Connection survey

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Deep Dive: The science of reading debate

Part two of our deep dive into the debate over the science of reading

Click [here](#) for part one of this series.

Is the science of reading settled science?

This week, we examine the following views on the science behind the science of reading:

- The studies phonics advocates cite to support an evidence-based approach to reading instruction, emphasizing decoding and sounding out words.
- Arguments about whether studies point to the effectiveness of one type of reading instruction over another. Has the debate been settled?

What is the science behind the science of reading?

Scientists focused on literacy research have conducted thousands of studies seeking to understand the science of reading. The selected studies below are frequently cited by phonics proponents to support their approach to reading instruction:

- **Project Follow Through (PFT)** was a government-funded study of about 700,000 students from 1968 to 1977 on the effectiveness of reading instruction programs. A [2018 meta-analysis](#) of PFT and more than 300 other studies found the direct instruction approach to teaching reading (which focuses on phonics instruction) “was the only intervention that had significantly positive impacts on all of the outcome measures.”
- **The National Institute of Child Health and Human Development’s National Reading Panel** [published a meta-analysis](#) in 2000 assessing the results of 38 studies conducted between the 1970s and 2000. The studies indicated that a strong awareness in early grades of how words are made up of smaller sounds (a skill known as phonemic awareness) predicted greater reading success in higher grade levels.
- **The National Early Literacy Panel** [government meta-analysis published in 2008](#) found children who received instruction on how to sound out or decode words scored better (equal to a 50th percentile to 79th percentile improvement) on phonemic awareness assessments.

The debate: Is the science of reading settled?

The arguments below demonstrate differing views on whether research points to the effectiveness of any specific type of reading instruction:

Decoding “The Simple View of Reading” | Mark Seidenberg, *Reading Matters*

Seidenberg writes that although scientific studies offer insights into how children learn to read, claims that “we know how to teach kids to read” are inaccurate. He argues the simple view of reading (SVR)—a term he uses to describe the belief that children “learn to read by learning how the written code represents spoken language they already know”—is accurate, but doesn’t necessarily support a particular instruction program or amount of phonics instruction. **Seidenberg says, scientific studies “have magnified the expectation that the SVR should also have further implications for instruction. It doesn’t.”**

We Know How to Teach Kids to Read | John McWhorter, *The New York Times*

McWhorter writes that scientific data proves reading instruction focused on phonics is the most effective for teaching young students to read. He specifically argues that the phonics-focused direct instruction model is an evidence-based program with scientifically proven results. The direct instruction model focuses on teaching children to sound out or decode words so they can connect them to words they already know from spoken language. **McWhorter says, “Scientific investigators of how children learn to read have proved repeatedly that phonics works better for more children.”**

Next week, we’ll look at the debate over whether the science of reading should influence policymakers.

Share candidate endorsements with us!

As part of our goal to solve the ballot information problem, Ballotpedia is gathering information about school board candidate endorsements. The ballot information gap widens the further down the ballot you go, and is worst for the more than 500,000 local offices nationwide, such as school boards or special districts. Endorsements can help voters know more about their

candidates and what they stand for.

Do you know of an individual or group that has endorsed a candidate in your district?

Click [here](#) to respond!

School board update: filing deadlines, election results, and recall certifications

Ballotpedia has historically covered school board elections in about 500 of the country's largest districts. We're gradually expanding the number we cover with our eye on the more than 13,000 districts with elected school boards.

November elections

Nov. 7 is the biggest election date of the year, and voters across the country will decide state and local races—including for school boards (subscribe to our [Daily Brew](#) newsletter for Ballotpedia's coverage and analysis of elections up and down the ballot).

Over the next month, we'll bring you in-depth coverage of school board *battleground* elections—those we expect to have a meaningful effect on the balance of power on each board or to be particularly competitive or compelling.

Click below to learn more about elections in the following districts:

- [Douglas County School District, Colorado](#) (read our *Hall Pass* coverage of this election [here](#))
- [Richland School District, Washington](#)
- [Prince William County Public Schools, Virginia](#)

We're covering school board elections in the following **16** states on Nov. 7:

School board elections on Nov. 7, 2023

This table shows the 16 states where Ballotpedia is covering school board elections on Nov. 7, 2023, and associated filing deadlines.

State	Filing deadline
Colorado	September 1
Idaho	September 8
Iowa	September 21
Kansas	June 1
Kentucky	June 6
Minnesota	August 15
Mississippi	September 6
New Hampshire	July 21
New Jersey	July 31
New Mexico	August 29
North Carolina	July 21
Ohio	August 9
Pennsylvania	August 1
Texas	August 21
Virginia	June 13
Washington	May 19

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In seven of those states—Colorado, Kansas, Minnesota, Ohio, Pennsylvania, Virginia, and Washington—we are covering *all* school board elections on Nov. 7.

Virginia school board election preview—Prince William County Public Schools

In last week's edition, we previewed elections in the Douglas County School District, just south of Denver, Colorado. Let's continue our preview of school board battleground elections with a look at the races for Prince William County school board in Virginia on Nov. 7. Virginia is one of 10 states in which

we are covering all school board elections on that day.

First, some brief background on this district:

- **Nineteen candidates are running for seven districts and the chairman's seat.**
- The Prince William County Public Schools board consists of eight members elected to four-year terms.
- The board's chairman is elected at-large, while the rest are elected by district.
- The board's chairman and incumbents in five of the seven districts are running for re-election.
- Jennifer Wall, the incumbent in the Gainesville district, is the only unopposed candidate.
- The district, located west of Alexandria, had approximately 90,070 students as of the 2020-21 school year—making it the second largest district by enrollment in Virginia. Eight House of Delegates districts overlap the Prince William County Public Schools' boundaries. Democrats currently represent all eight of those districts. In the 2021 gubernatorial election, Terry McAuliffe (D) won Prince William County, defeating Glenn Youngkin (R) 57% to 42%. In the 2020 presidential election, Joe Biden (D) defeated Donald Trump 62.64% to 35.61%.

School board races in Virginia are non-partisan, but the local political parties typically issue endorsements. The Prince William County Democratic Party has endorsed a candidate in all seven contested elections—including all five incumbents running in those races. The Prince William County Republican Party has endorsed a candidate in six of the seven contested elections. The current board has a 7-1 Democratic-endorsed majority.

Local party endorsements in Prince William County Public Schools elections, 2023

District	Candidates	Prince William County, Va., Republican Party	Prince William County, Va., Democratic Party
Chairman	Babur Lateef (incumbent)		✓
	Carrie Rist	✓	
Brentsville	Adele Jackson (incumbent)		✓
	Christopher Lee Funderburg	✓	

	Erica Tredinnick	✓	
Coles	Lisa Zargarpur (Incumbent)		✓
	Stephen Spiker	✓	
Gainesville	Jennifer Wall (Incumbent)	✓	
Neabsco district	Tracy LaMar Blake		✓
	Padreus Pratter		
Occoquan	Richard Jessie, Jr		✓
	Ryan Wilson Kirkpatrick	✓	
Potomac	Justin Wilk (Incumbent)		✓
	Mario Beckles	✓	
Woodbridge	Loree Williams (Incumbent)		✓
	Jaylen Custis	✓	
	Shantell Eyvette Rock		

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The election for the at-large chairman seat has had some of the most noteworthy endorsements, including from incumbent members of Congress. High-profile endorsements from state and federal officials have become more common as school board elections have increasingly reflected national political debates.

Incumbent Chairman Babur Lateef, first elected in a 2018 special election, Kimberly Mehlman-Orozco, and Carrie Rist are running. The Prince William County Democratic Party endorsed Lateef, while the Prince William County Republican Party endorsed Rist. U.S. Sen. Tim Kaine (D), the 2016 Democratic vice presidential nominee, endorsed Lateef. Kaine is the only incumbent U.S. Senator to have endorsed a candidate in the Prince William County Public Schools elections. State Rep. Nick Freitas (R) endorsed Rist. Here are some of the issues candidates are discussing in this race.

Lateef said, "If you were to listen to these folks tonight, you'll hear folks who are talking about that the sky is falling. And I'll tell you that the sky is not falling. I believe we are one of the best school divisions in the country and certainly one of the best in the Commonwealth." Mehlman-Orozco said, "The Virginia Department of Education found that Prince William County Schools were out of compliance, found that these schools had discriminated against kids and had denied them a free and appropriate education." Rist said, "Every single teacher that I talk to in door-knocking or in the community has said that they're concerned about lack of discipline and lack of support. We have to fix the school safety crisis."

Click [here](#) to learn more about the candidates in this race, including their statements and the individuals and organizations who've endorsed them. If you know of an interesting school board election we should cover in your community, just reply to this email!

Extracurricular: education news from around the web

This section contains links to recent education-related articles from around the internet. If you know of a story we should be reading, reply to this email to share it with us!

- [Former Loudoun schools chief guilty of retaliating against teacher](#) | *The Washington Post*
- [A third of schools don't have a nurse. Here's why that's a problem.](#) | *CBS News*
- [Book Bans Aren't the Only Threat to Literature in American Classrooms](#) | *Time*
- [Infused by national politics, school board races look like the main event in November elections](#) | *Penn Live*
- [School board opponents in Orange Unified turn in signatures for recall election](#) | *EdSource*
- [States Are Calling for More Computer Science Classes. Now They Need the Teachers](#) | *Education Week*
- [Schools staff up as student enrollment drops](#) | *The Hechinger Report*
- [Overhaul of K-12 schooling becomes a flashpoint in Ohio](#) | *ABC 30*

Take our Candidate Connection survey to reach voters in your district

CANDIDATE CONNECTION

Today, we're taking a look at responses from two candidates facing off on Nov. 7 in the nonpartisan general election for Academy School District 20 school board, At-large, in Colorado. Four candidates are running for the two seats on the ballot. In the Sept. 27 edition of this newsletter, we featured responses from incumbents Heather Cloninger and Will Temby, who were, at the time, the only candidates to have completed the survey.

Since Sept. 27, the other two candidates in the race have completed the survey. Let's look at responses from Derrick Wilburn and Amy Shandy. Academy District 20, which includes the northern parts of Colorado Springs, is the 10th largest district in the state, with an enrollment of around 26,600 students.

Here's how Wilburn answered the question, "**What areas of public policy are you personally passionate about?**"



"I am personally passionate about the erosion of parental rights. With very rare exceptions, nobody cares more about the welfare of children than their parents. They raise and nurture to the best of their abilities for 18 years. The very idea that a public institution, like the school system, can work against parents or be actively involved in deceiving or keeping information from parents ought to give pause to all. Schools must partner with the families."

Click [here](#) to read the rest of Wilburn's responses.

Here's how Shandy answered the question, "**What areas of public policy are you personally passionate about?**"



"I am passionate about returning D20 back to a focused mindset where the main things are the main things: reading, writing, math, science and civics. Implementing board policy that reflects the community's vision and values for things like age-appropriate library books will help alleviate the distractions and return to an academic focus mindset."

Click [here](#) to read the rest of Shandy's responses.

Everyone deserves to know their candidates. However, we know it can be hard for voters to find information about their candidates, especially for local offices such as school boards. That's why we created Candidate Connection—a survey designed to help candidates tell voters about their campaigns, their issues, and so much more.

In the 2022 election cycle, **6,087** candidates completed the survey.

If you're a school board candidate or incumbent, click [here](#) to take the survey. And if you're not running for school board, but there is an election in your community this year, [share the link](#) with the candidates and urge them to take the survey! If you're a school board candidate or incumbent, click [here](#) to take the survey.

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From: Jane Preston janegailpreston@gmail.com

Subject: Enforcement of Senate 150

Date: October 16, 2023 at 4:40 PM

To: Jennifer Newby jennifer.newby@boyle.kyschools.us, jesse.johnson@boyle.kyschools.us



The first step to fascism is a restriction to information. By taking books off the library shelf you are denying access which denies the freedom to read and draw a personal conclusion from parents and students. I resent my tax dollars spent in creating a limited view of the world. Please revisit this decision and the limited vision it promotes. Put students first, not reacting to a fear of a lawsuit.

From: Danielle Padgett danielle.padgett@boyle.kyschools.us

Subject: Activity in library

Date: March 30, 2023 at 6:37 AM

To: Becky Clem becky.clem@boyle.kyschools.us, Brittany Godbey brittany.godbey@boyle.kyschools.us, Jill Stambaugh jill.stambaugh@boyle.kyschools.us



Hi all,

Please bring your kids to library today during activity. We are having our battle of the books competition and all students are watching.

Thanks,

Godbey - If your kids want to bring their library books, we will do book checkout if we have any time left.

Thanks

--

Danielle Padgett
Library Media Specialist
Junction City Elementary School

From: Danielle Padgett danielle.padgett@boyle.kyschools.us

Subject: Activity in library today

Date: March 30, 2023 at 6:36 AM

To: Kandyce Black kandyce.black@boyle.kyschools.us, Lynnette Peavler lynnette.peavler@boyle.kyschools.us, Sherrie Davis sherrie.davis@boyle.kyschools.us



Hi all,

Please bring your kids to library today during activity. We are having our battle of the books competition and all students are watching.

Thanks,

Davis - If your kids want to bring their library books, we will do book checkout if we have any time left.

Thanks,

--

Danielle Padgett
Library Media Specialist
Junction City Elementary School

From: Lynnette Peavler lynnette.peavler@boyle.kyschools.us

Subject: Re: Activity in library today

Date: March 30, 2023 at 7:18 AM

To: Danielle Padgett danielle.padgett@boyle.kyschools.us

Cc: Kandyce Black kandyce.black@boyle.kyschools.us, Sherrie Davis sherrie.davis@boyle.kyschools.us



Will do!

On Thu, Mar 30, 2023 at 6:36 AM Danielle Padgett <danielle.padgett@boyle.kyschools.us> wrote:

Hi all,

Please bring your kids to library today during activity. We are having our battle of the books competition and all students are watching.

Thanks,

Davis - If your kids want to bring their library books, we will do book checkout if we have any time left.

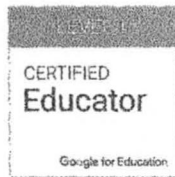
Thanks,

--

Danielle Padgett
Library Media Specialist
Junction City Elementary School

--

Lynnette Peavler
4th Grade Teacher
Junction City Elementary School
859.936.7524



From: Danielle Padgett danielle.padgett@boyle.kyschools.us

Subject: Activity in library today

Date: March 30, 2023 at 6:37 AM

To: Carla Arnold carla.arnold@boyle.kyschools.us, Laura Smith laura.smith@boyle.kyschools.us, Misty Wilson misty.wilson@boyle.kyschools.us



Hi all,

Please bring your kids to library today during activity. We are having our battle of the books competition and all students are watching.

Thanks,

Arnold - If your kids want to bring their library books, we will do book checkout if we have any time left.

Thanks

--

Danielle Padgett
Library Media Specialist
Junction City Elementary School

From: Danielle Padgett danielle.padgett@boyle.kyschools.us

Subject: Fwd: Activity in library today

Date: March 30, 2023 at 12:58 PM

To: Carla Arnold carla.arnold@boyle.kyschools.us, Laura Smith laura.smith@boyle.kyschools.us, Misty Wilson misty.wilson@boyle.kyschools.us



With chance being absent, we are going to postpone. I will get with activity teachers to make it up the week after break.

They can head to regular activity today.

Thanks,

----- Forwarded message -----

From: **Danielle Padgett** <danielle.padgett@boyle.kyschools.us>

Date: Thu, Mar 30, 2023 at 6:37 AM

Subject: Activity in library today

To: Carla Arnold <carla.arnold@boyle.kyschools.us>, Laura Smith <laura.smith@boyle.kyschools.us>, Misty Wilson <misty.wilson@boyle.kyschools.us>

Hi all,

Please bring your kids to library today during activity. We are having our battle of the books competition and all students are watching.

Thanks,

Arnold - If your kids want to bring their library books, we will do book checkout if we have any time left.

Thanks

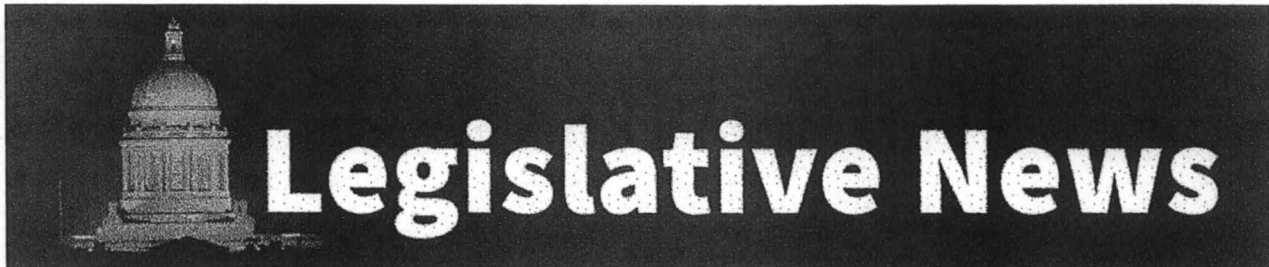
--

Danielle Padgett
Library Media Specialist
Junction City Elementary School

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Danielle Padgett
Library Media Specialist
Junction City Elementary School

From: KASC kasc@memberclicks-mail.net
Subject: Legislative News - March 31, 2023
Date: March 31, 2023 at 3:23 PM
To: danielle.padgett@boyle.kyschools.us



Volume 8 | March 31, 2023

Dear KASC Members,

March 30 was the final day of the 2023 Regular legislative session and the General Assembly adjourned sine die. This week the legislature had the votes to override all fifteen of the Governor's vetoes and pass other education related bills. These new laws will take effect approximately June 29 unless the bill had an emergency clause and takes effect immediately.

*Kentucky is one of only six states with a weak veto power as our General Assembly needs only a simple majority to override a veto. Most states need a two-thirds legislative vote to override a governor's veto.

The Kentucky Department of Education is currently working on guidance for schools regarding how to address these new laws that take effect immediately. Additionally, local school boards and school councils will need to revise policies to conform with some of the new education laws.

SB 5 is a new law related to review of challenged instructional materials and requires KDE to create a model policy by May 1 and local school boards to update their policy consistent with this law by July 1.

The public school portions of SB 150 take effect immediately and is often referred to as the "parent's rights bill," "don't say gay bill," or the "bathroom bill." This law requires each local board of education to adopt policies to restrict students from using restrooms and locker rooms that are reserved for students of a different biological sex and to provide a reasonable accommodation. SB 150 also restricts curriculum on human sexuality, so expect your superintendent to be amending current curriculum. (Remember amendments to curriculum must have consultation with the school councils and local school board.)

HB 538, the new discipline law, takes effect in late June and will require amendments to local school board policies, the district code of behavior and discipline and policies adopted by the school council.

Stay tuned--KASC will be sharing information on the implementation of these new laws.

BILLS THAT PASSED AND BECAME LAW

HB 1 Reduce Kentucky Income Tax

Reduce Kentucky's income tax to 4.5 % for 2023 and 4% effective January 2024. February 17 signed by the Governor and became law.

SB 3 Liability Insurance Coverage for Certified Employees

Establish the Educators Employment Liability Insurance Program to provide excess liability coverage for certified employees of public schools; require a

district to provide each certified employee with primary liability insurance. March 24 signed by the Governor and became law.

SB 5 School “Harmful to Minors” Materials Parental Complaints

Require local school boards adopt policies addressing parent complaints that school materials are “harmful to minors”; require the principal determine whether the school material is harmful to minors and should be removed or restricted; provide the parent may appeal to the local school board; if the material is allowed in the school the parent may request that the school ensure that their child not have access to the challenged material. March 29 became law without Governor’s Signature. Takes effect immediately. KDE required to produce a model policy by May 1 and local school boards adopt their policy by July 1, 2023.

SB 9 Crime of Hazing a Student

Establish a new felony and a new misdemeanor relating to hazing of a student by a student organization such as a fraternity or sorority; students could lose KEES scholarship eligibility if convicted of hazing; the Act referred to as Lofton’s Law. March 27 signed by the Governor and became law. Takes effect immediately.

SB 25 Accountability System

Amend Accountability System to include achieving three hours of dual credit or qualifying for three hours of post-secondary articulated credit as a post-secondary readiness indicator. March 22 signed by the Governor and became law. Takes effect immediately.

SB 49 Extend Time to Hold Teacher Provisional Certification

Amend law relating to alternative methods of teacher certification to increase the time period for a person to renew a teaching provisional certification from two to four years for Option 6 and Option 7 (for a total of five years); March 22 signed by the Governor and became law. Takes effect immediately.

SB 70 Pilot Program Performance Based Professional Development

Extend dates of the performance-based professional development pilot through the 2025-2026 school year; require the Kentucky Department of

through the 2025-2026 school year; require the Kentucky Department of Education to report on the project by August 1, 2027. March 21 signed by the Governor and became law.

SB 107 KDE Commissioner and KBE Nominating Committee

Limit the KDE Commissioner to a 4 year term but can be reappointed subject to Senate confirmation. March 24 vetoed by Governor. March 29 both Senate and House vote to override the veto and became law. Takes Effect Immediately.

SB 150 Parents Rights, Pronouns, Human Sexuality

This bill addresses many issues regarding parents of public school students; information regarding a student may not be kept confidential from the parent except in rare cases of abuse; no government entity shall require or recommend that school personnel or students use pronouns for students that do not conform to that particular student's biological sex; school restrictions and responsibilities regarding teaching human sexuality to public school students; contains a school bathroom ban. Section 4 of the bill makes it unlawful for health care providers to prescribe gender affirming medications or surgeries. March 24 vetoed by Governor. March 29 both Senate and House voted to override the veto and became law. Sections 1-3 of this bill that impact public schools takes effect immediately.

SB 156 Require Local Comprehensive Reading Program & Statewide Reading Research Center

Require KDE to select statewide reading research center through a competitive proposal process. March 2 Senate Committee Substitute added provisions to require the local superintendent to adopt a common comprehensive reading program from a list approved by KDE. March 22 signed by the Governor and became law. Sections 1-9 of the bill take effect July 1, 2024.

HB 32 Hire Classified Staff

Allow hiring classified personnel without a high school diploma or equivalent if the district provides employee opportunity to obtain an equivalency diploma at no cost to the employee. March 22 signed by the Governor and became

at no cost to the employee. March 22 signed by the Governor and became law. Takes effect immediately.

HB 538 Student Discipline

Require a local board of education to expel a student for at least 12 months if the student makes threats that pose a danger to other students or staff; require a local board adopt a policy requiring disciplinary actions for a student who assaults other students or staff off campus property; allow a local school board to place a student in an alternative education setting in lieu of expulsion, or at the end of an expulsion; allow a principal to establish procedures to remove a disruptive student from the classroom; provide that a student who is removed from a classroom three times in 30 days shall be considered chronically disruptive and may be suspended; provide that a principal may permanently remove a disruptive student from a classroom and determine the placement of the student, subject to an appeal process; alternative placements may include virtual setting; require a local board conduct a review to determine if a student's expulsion shall continue or end; requires the provisions of this bill be included in the local board code of behavior and discipline policies and school council policies. March 23 signed by the Governor and became law.

HB 547 First Amendment School Personnel

Prohibit a school district from punishing an employee for engaging in private religious expression otherwise protected by the First Amendment absent a showing of engaging in actual coercion; provide specific examples of protected activity. March 24 signed by the Governor and became law.

BILLS THAT PASSED AND SENT TO GOVERNOR

HB 319 Teacher Shortages

Adopt the Interstate Teacher Mobility Compact making it easier for teachers in any eligible state to receive a Kentucky license (ten states must adopt the Compact before it takes effect). Require exit surveys for school personnel leaving employment; develop marketing program to promote teaching profession; create an online statewide posting system for school job openings; revise requirements for teacher scholarship program. March 20

openings, revise requirements for teacher scholarship program. March 30 passed and delivered to the Governor.

HB 331 Require Automated External Defibrillators in Schools

Require school councils to amend their emergency plan to include a written cardiac emergency response plan and distribute to all staff; require school council to maintain a portable automated external defibrillator in every middle and high school building and, as funds become available, at middle and high school athletic practices and competitions; development of an event-specific emergency action plan for each school sanctioned nonathletic event held off-campus to be used during a medical emergency. March 30 passed and delivered to the Governor.

BILLS WE FOLLOWED, BUT DID NOT PASS

SB 22 Add Student Voting Member to Kentucky BOE

SB 24 Homeschool Students Eligible for KEES funds

SB 31 Allow Guns in Schools

SB 50 School Board Candidates Must Announce their Political Party

SB 63 C.R.O.W.N Act Traditional Hairstyles *similar HB 205

SB 81 Private School Calendars

SB 102 Parents Rights *similar to HB 173

SB 202 School Discipline

HB 17 Full Day Kindergarten

HB 18 Dual Credit Scholarships

HB 30 Student Privacy in School Restrooms

HB 41 Foster Care Student Tool Kit

HB 50 School Board Candidates Must Announce their Political Party

HB 60 Required Daily Moment of Silence

HB 82 Dyslexia

HB 92 Opt Out Mask for COVID

[HB 99](#) Professional Development Training Schedule

[HB 101](#) Prohibit COVID Vaccine Mandates for Children

[HB 119](#) Homeschool Students Participate in Public School Extra-Curricular
March 13 Bill withdrawn by sponsor.

[HB 131](#) Amend Charter Schools Laws

[HB 137](#) Immunization Restrictions

[HB 138](#) Allow Guns in Schools

[HB 145](#) Creates Commonwealth Education Continuum

[HB 161](#) Require Non-voting Student Representative on Local School Board

[HB 171](#) FAFSA

[HB 173](#) Rights of Parents in Public School *similar SB 102
March 13 bill withdrawn by sponsor.

[HB 174](#) School Choice Constitutional Amendment

[HB 177](#) Parents Rights and Government Entities

[HB 196](#) Kentucky Mental Health Safety App

[HB 203](#) Require History of Racism

[HB 205](#) C.R.O.W.N. Act Protect Traditional Hairstyles *similar SB 63

[HB 288](#) Teacher Misconduct and Criminal Records Checks

[HB 289](#) Merge School Districts

[HB 316](#) Teacher Representative on Local School Board

[HB 389](#) Comprehensive Reading Program

[HB 418](#) Teachers' Retirement System

[HB 470](#) Gender Transition Services and School Liability

[HB 498](#) Expulsion of Students

[HB 529](#) School Personnel and Assaults at School

[House Joint Resolution 9](#)

Please visit our [Legislative News](#) page for past volumes.

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kasc@kasc.net | www.kasc.net

Connect with Us:

This email was sent to daniella.padoen@byrle.kyschools.us by kasc@kasc.net

Kentucky Association of School Councils • P.O. Box 784, 217 S. Fourth St., Danville, Kentucky 40422, United States

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Kentucky Department of
EDUCATION

Title I News

April 2023
Volume 7, Issue 4

"Spring is the best life coach: It gives you all the energy you want, all the positive thoughts you wish and all the boldness you need!"

— Mehmet Murat İldan

Spring is here! May it bring about an awakening that restores your energy and fills your cup with encouragement and motivation to finish this school year on a positive note.

Free Books for Your Title I-Funded Schools

The Marine Toys for Tots (TFT) Foundation Literacy Program is sharing an opportunity for Title-I funded schools. This book distribution effort has been successfully implemented over several years. In 2022, TFT was able to deliver more than 800,000 books to schools receiving Title I funds!

This year, they will distribute up to 1 million free books to Title I schools. The book distribution effort – which has been successfully implemented over several years – is fully described on the TFT Literacy Program Title I

In This Issue

- Free Books for Title I Schools
- In Case You Missed It: Strategies for Engaging Families
- GMAP User Access Administrator
- Revised Equitable Services Packet
- Coordinator's Year at a Glance – Suggested Task for April

Coordinator's Year at a Glance – Suggested Tasks for April

- Conduct other stakeholder consultations on the development of Title I plans for the upcoming school year. Stakeholders include parents/families.

School Support webpage.

If school districts are interested, they must complete an online Title I School Book Request Form and submit it directly to TFT by April 14.

In Case You Missed It – 'Consider these strategies for engaging families with academic progress'

On Jan. 31, Title1Admin featured an article titled, "Consider these strategies for engaging families with academic progress" in which Nancy Cline, coordinator of federal programs for the West Virginia Department of Education, offered her ideas for effectively holding family engagement events during the spring semester.

Among her ideas, Cline says that parents will flock to sessions when they are:

- Data-informed;
- Carefully and collaboratively planned by parents, students, community members and educators;
- Implemented using parent and student leadership;
- Filled with accurate, timely tools and information that parents understand how to use; and
- Include good news and positive results of parent feedback.

"We remind school staff that family engagement is not one event," Cline said. "The entire school year should be spent building positive, purposeful, parent partnerships that equip parents with what they need to effectively participate in students' learning."

As a reminder, the Kentucky Department of Education is providing every school district in the state with a subscription to Title1Admin throughout the 2022-2023 school year. For information on how to access your subscription, email Erin Sudduth.

private schools, homeless education programs, migrant education programs, English learner programs and school leadership teams.

- Conduct annual evaluation of the effectiveness of the district parent and family engagement policy in improving the academic quality of all schools.
- Evaluate the services with local neglected or delinquent facilities, if applicable. Develop a plan for ongoing consultation for the upcoming school year.
- Consult with the local homeless liaison to determine the number of homeless students and a reasonable amount of funds to reserve for addressing their needs in the upcoming school year. Refer to Serving Students Experiencing Homelessness under Title I, Part A for information on appropriate uses of funds.
- Consult with eligible private schools interested in receiving Title I, Part A services for the upcoming school year and maintain documentation of the

GMAP User Access Administrator

As new staff members join the district or staff responsibilities change, it may be necessary to add or remove access to the Grant Management Application and Planning (GMAP) system. This is managed by the district staff assigned the user access administrator role in GMAP.

The individual assigned the user access administrator role in your district is listed under district role contacts in the GMAP address book. It is recommended that districts have more than one user access administrator to help ensure the district has access to the role in the event of a sudden or unexpected staffing change.

Instructions for managing GMAP user access is available in the [GMAP Training – User Access Role Manual](#), which can be found in the GMAP Planning Tool Training section of the [KDE Resources webpage](#) in GMAP.

Revised Equitable Services Packet Posted

A revised version of the Equitable Services Consultation Packet has been posted on the KDE website. This form must be used to plan for non-public school services covered under the Every Student Succeeds Act that are to occur in the 2023-2024 school year.

Please keep completed forms on file. Instructions for uploading them into the Grant Management Application and Planning system will be issued later. For more information, email [David Millanti](#) or call (502) 564-3791.

consultation process.

Monthly Title I Webinar

The March Title I webinar and accompanying PowerPoint are available on the [Title I, Part A Documents and Resources webpage](#). During the webinar, information centered around: parent and family engagement policies and school-family compacts.

The April webinar will be held at 10 a.m. ET April 27. A reminder email will be sent before the webinar.

We value your feedback and would like to learn more about what is helpful and what you would like to see more of in the monthly webinars. We are keeping the webinar feedback survey open so you can continue to submit comments, ideas and questions.

The [Title I Monthly Webinar Feedback Survey](#) can be accessed online. The survey is optional and responses are anonymous. The feedback will be used to help ensure the monthly webinars meet your needs.

CONTACTS

[Title I District Consultant List](#)

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From: Jill Stambaugh jill.stambaugh@boyle.kyschools.us
Subject: Color Print
Date: April 12, 2023 at 10:13 AM
To: Danielle Padgett danielle.padgett@boyle.kyschools.us



Hey Danielle!

I am printing some stuff to get ahead on my maternity plans for next year.
When you have a moment, do you care to print these in color?

No rush at all!

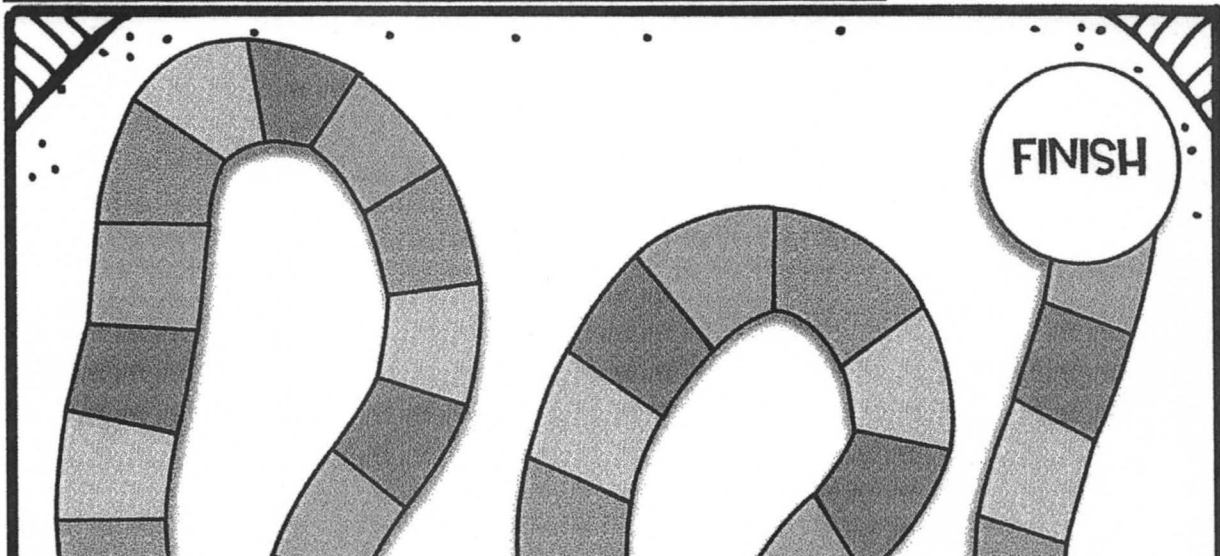
Board - 8 Copies Single Sided
STEM Challenge - 8 Copies Single Sided
Cards - 8 Copies DOUBLE sided
May Do Menu - 1 Copy

Thank you!



Jill Stambaugh
third grade teacher
Junction City Elementary

✉ jill.stambaugh@boyle.kyschools.us
☎ (859) 936-7524 🐦 @mrs_stambaugh





Kentucky Department of
EDUCATION

Commissioner's Monday Message

April 17, 2023

Dear Colleagues,

Today we released guidance for several pieces of legislation passed by the General Assembly earlier this year that contained emergency clauses, making them effective as soon as the governor signed them or when a veto was overridden by the legislature. Included is guidance for House Bill (HB) 5, HB 32, HB 153, HB 553, Senate Bill (SB) 5, SB 25, SB 49, SB 107 and SB 150. You can find this guidance on the Legislative Guidance webpage.

I understand that this guidance does not answer all the questions you may have. Many pieces of this legislation – particularly SB 5 on adopting a complaint resolution policy about classroom materials and SB 150 – leave lots of unknowns about how these laws are going to be enacted in schools.

We at KDE do not have the authority to answer, directly or definitively, many of the good questions that you may have about these new laws. We do understand that questions may arise around matters such as curricular systems, connections to early college credit (Advanced Placement and dual credit) course content, and student

Important Due Dates for Superintendents Available

The updated Important Due Dates for Superintendents webpage outlines key district deadlines and required reporting timelines. Points of contact for all listed programs also have been updated to reflect current Kentucky Department of Education staffing.

P3 Update Training Scheduled

The Principal Partnership Project (P3) team is offering free, in-person Update Training for **experienced** evaluators. The training is targeted to support principals and assistant principals in using the Kentucky Framework for Teaching to

free speech or other potential federal constitutional issues these laws may create.

We urge you to make decisions about the questions raised collaboratively with your district counsel. Some of the questions ultimately may be decided in court or by clarifying future legislation.

Please remember to join me for the next Superintendents Webcast tomorrow, April 18, from 2-4 p.m. ET. You should have received an invitation to that event, which also will be available on the [KDE Media Portal](#) during and after the webcast.

We will have a packed agenda, including a Kentucky Board of Education update, information from the Kentucky Department of Veterans Affairs about April being the Month of the Military Child, a legislative update, information about area technology center salaries, an update about assessments, an update from the recent Education Professional Standards Board meeting and information about the next round of Language Essentials for Teachers of Reading. We also will be discussing the guidance you received today and will try to answer your questions as best as we can. You can [ask your questions in advance using this Google Form](#).

I look forward to meeting with you all tomorrow.

Kind regards,

Jason E. Glass, Ed.D.

Commissioner and Chief Learner

Applications Open for Powered by Inclusion Scholarship Program

The Kentucky Department of Education's Office of Special Education and Early Learning (OSEEL) will award \$2,500 scholarships to eligible Kentucky high

strategically coach teachers.

This meets the 704 KAR 3:325 requirement of a minimum of six hours annually of personnel evaluation system training. Effective Instructional Leadership Act credit will be provided.

The training will be from 9 a.m.-4 p.m. local time with the following dates and locations: June 20 and June 21 at Murray State University; July 11 and July 20 at Eastern Kentucky University; and Nov. 9 at the Kentucky Department of Education. Registration is limited, so [sign up now to attend the Certified Evaluation Update Training](#).

Updated PSEL Guidance for Growth and Evaluation Tool Available

The Kentucky Professional Standards for Educational Leaders (PSEL) [Guidance for Growth and Evaluation Tool](#) has a 2023 update. The update includes embedded hyperlinks and possible examples by element. The possible examples show what the element might look like in practice.

Districts are encouraged to use this optional tool as a springboard for internal discussions on local expectations for

school students with disabilities to attend any two- or four-year postsecondary education organization or training program.

Up to four scholarships will be awarded per Kentucky school district. These nonrenewable scholarships will be paid directly to the institution of postsecondary education upon the recipients' official admission acceptance.

Nominees must:

1. Be a high school senior or grade 14 student intending to enroll in a postsecondary education/training program;
2. Have an Individual Education Program (IEP); and
3. Have obtained Postsecondary Readiness through career or academic readiness.

The application with postsecondary readiness status, age and address may be completed by anyone, and must be signed by the guidance counselor and superintendent. OSEEL will pay the scholarship directly to a student's postsecondary enrollment organization upon receipt of the letter of acceptance. Direct payments to students will not be authorized. Selection criteria for the four students will be determined by the district.

Nomination forms must be received by OSEEL **no later than April 28**. For questions or information related to the scholarship program, contact ARPTransition@education.ky.gov.

Applications Sought for KY LEADS Academy

The Kentucky Department Education (KDE) is seeking applications for the fourth cohort of the Kentucky Leading, Educating and Advocating for Directors of Special Education (KY LEADS) Academy.

principals/assistant principals.

Work groups currently are developing updated possible examples for Standards 4 and 10, which will be released in 2024.

Applications are being accepted for those who would like to become part of the possible examples work group.

New Reading Improvement Plan Template Now Available

Per Read to Succeed Act amendments to KRS 158.305, beginning in the 2023-2024 school year, the local school district shall provide intensive instructional services, progress monitoring measures and supports through grade 3 via a Reading Improvement Plan if a student's rate of progress toward proficiency in reading needs accelerated interventions as demonstrated by the results of an approved universal screener and reading diagnostic assessment.

This plan should be developed in collaboration and accordance with any existing program services plan, individualized education program or Section 504 Plan unless the program services plan, individualized education

KY LEADS is designed to improve outcomes for children with disabilities by facilitating systemic change and increasing the number and capacity of certified directors of special education. Academy implementation is supported by a partnership with Morehead State University, Western Kentucky University, Murray State University, Part C Early Intervention Services, the Kentucky Parent Training and Information Center and the Kentucky Department of Education.

If selected, the KY LEADS Academy scholars will receive tuition reimbursement made possible by a federal grant from the U.S. Department of Education, Office of Special Education Programs.

Eligible candidates must be:

- Enrolled in Morehead State University, Western Kentucky University or Murray State University currently or within the next 3 months;
- Available to participate in monthly Saturday seminars and professional learning communities;
- Pursuing a Director of Special Education certification; and,
- Willing to serve as a mentor to future academy participants aspiring for leadership experience and support.

Completed applications are due to the KDE Office of Special Education and Early Learning by June 2. If you have any questions, please contact Rebecca Atkins.

Sign Up Now for School Improvement Planning for Performance Excellence Training

A two-day School Improvement Planning for Performance Excellence training session will take place from 8:30 a.m. to 4 p.m. ET on Aug. 21-22 at the Central Bank Center, formerly the Lexington

program or Section 504 Plan already addresses improving reading.

To help districts effectively implement Reading Improvement Plans, the Kentucky Department of Education (KDE) has developed a template that can be used to document intervention plans, progress monitoring data and parent notification. The template can be found on the Early Literacy Resources webpage.

More guidance about Reading Improvement Teams and Read at Home supports will be published this spring.

For more information, please contact Christie Biggerstaff, KDE director of early literacy.

New DAC Seminar Scheduled for Aug. 2

A New District Assessment Coordinator (DAC) Seminar is scheduled for 9 a.m.-3 p.m. ET on Aug. 2 at the Kentucky Department of Education, 300 Sower Blvd., Frankfort. The \$125 cost includes lunch.

The seminar helps set the stage for DACs. As a district assessment coordinator, you plan a critical role in impacting student learning in your district. Join the Kentucky Association for Assessment Coordinators

Convention Center.

The session will assist leadership teams in an increased understanding of how to apply the performance excellence systems approach to continuous improvement. The work will focus on an increased understanding of the role of the school improvement plan by developing school improvement goals, creating strategies, and developing and implementing action plans toward increasing student achievement and organizational effectiveness.

Tools used during the sessions will include the appropriate Jim Shipley workbooks, Teams System Check, linkage diagram and the Plan-Do-Study-Act (PDSA) process. Additionally, the work session content will include activities around leadership team building, using needs assessment practices, building school mission statements, assessment of the school as a system, and use of the Performance Excellence Criteria in a systematic way. The content will be from Jim Shipley and Associates, led by certified Kentucky Department of Education (KDE) facilitators.

Each attendee interested in participating must fill out the [School Improvement Planning for Performance Excellence registration form](#) no later than Aug. 4. Questions regarding the training should be directed to [Susan Greer](#).

2023 Persistence to Graduation Summit Call for Proposals and Registration

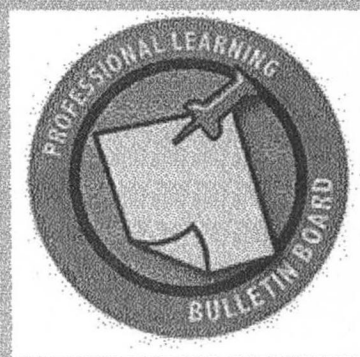
The Kentucky Department of Education Division of Student Success (DSS) is hosting the 2023 [Persistence to Graduation Summit](#) at the Central Bank Center in downtown Lexington on June 28-29.

Superintendents, principals, educators, family resource and youth services center coordinators, school mental health and social service professionals, and community

(KAAC) for a day that sets the stage for DACs of all levels of experience.

This newly designed workshop features an in-depth time to focus on the role of assessment and accountability in schools and districts, the logistics every DAC needs to know and time to develop an understanding of accountability in Kentucky.

The workshop will be facilitated by KAAC board members focused on making sure each new DAC has a smooth transition into this essential job. It will feature networking time to meet other DACs and KDE staff. DACs of any experience level are invited to attend the seminar.



KDE to Offer Statewide Federal Programs Training

The Kentucky Department of Education will offer a statewide federal programs training at no cost to school districts on June 13-15 at the Central Bank Center in downtown Lexington. The

partners from across Kentucky will convene to share information and best practices to support students who may experience challenges to reaching graduation. Engaging and interactive sessions will be led by facilitators from across the state and will include:

- Well-Rounded Educational Opportunities;
- Safe and Supportive Learning Environments;
- Effective Use of Education Technology;
- Student Transition and Re-engagement Strategies; and
- Alternative Education Programming.

These sessions are designed to be more engaging than the typical "sit and get" format of most conferences and are structured to encourage dialogue and exchanges that leverage the expertise of the session participants as well as the session leaders. Facilitators will engage with participants throughout the session and help cultivate an interactive experience, mirroring the type of interactions that take place in highly engaging classrooms. Participants will have prior access to any materials submitted by facilitators.

Those interested in facilitating a session should complete the [Persistence to Graduation Call for Proposals Google form](#) **by April 28**. Submissions will be reviewed by DSS staff and selected based on content, participant engagement and event needs. Those selected will be notified by email.

Costs for the PtG Summit are supported in part by Title IV, Part A federal funds, so registration will only cost \$50 per registrant. For more information, contact [Sarah McIntosh](#).

Comprehensive District and School Improvement Planning: Phase Four Diagnostics

Phase Four of the continuous improvement planning

same content will be offered on three different days. We will re-engage with some of the same topics from the fall 2022 training, but also will concentrate on new training needs that have emerged during monitoring.

The training will be provided by [The Bruman Group](#) (formerly Brustein and Manasevit), a legal firm that is nationally recognized for its federal grants management and education regulatory and legislative practice.

The training will benefit district staff who are responsible for the oversight and administration of federal education programs and compliance with legal requirements. District superintendents, finance officers and federal program coordinators are strongly encouraged to attend.

[Register online for this Bruman Group training about federal programs](#). Although registration will remain open until the training, space is limited so please register early to secure a spot for your preferred date. Attendees must register individually.

For more information, email [Leslie Bridges](#) or call her at (502) 564-3791, ext. 4040.

Save the Date: 2023

process includes three district-level diagnostics and a school-level diagnostic that are each due **May 1**.

The Continuation of Learning Plan will support the district in designing and implementing a plan during times when nontraditional instruction may be needed to prevent a loss of learning. This diagnostic will describe the plan for the following school year. For questions regarding the Continuation of Learning Plan, contact KDE's Steve Kissinger or David Cook.

The English Learner Plan for Districts (Lau Plan) diagnostic supports the district's commitment to ensuring that English learner students can meaningfully participate in the district's educational programs and services. It outlines the affirmative steps taken by the district to overcome educational barriers that impede equal participation by English learner students in their instructional programs. For questions regarding this district-level diagnostic, contact Neil Watts.

The final diagnostic is the Professional Development Plan for both schools and districts. Each school and district must design a professional development plan that supports their efforts to meet the goals established in KRS 158.6451 and addresses the priorities identified in their local needs assessment. The 2022-2023 Professional Development Plan will be implemented in the 2023-2024 school year and incorporated into the improvement plan for that year. For questions regarding the Professional Development Plan, contact Renee Yates.

Progress Monitoring, Online Posting and Phase Four Diagnostics

The last phase of the comprehensive district/school improvement plan process also includes the vital process of progress monitoring. Districts and schools may choose a flexible and customized approach to monitoring and implementing the comprehensive improvement plan.

Continuous Improvement Summit

Mark your calendars to attend the annual Kentucky Continuous Improvement Summit – co-hosted by the Kentucky Department of Education (KDE) and Cognia – to be held **Sept. 25-26** at the Central Bank Center in downtown Lexington.

During this two-day event, you will not only enhance your professional learning, you will make new connections and build upon existing relationships with peers across Kentucky, hear up-to-date information from KDE leaders and learn how Cognia can help you address your unique challenges in your journey of continuous improvement.

Please join us for an opportunity to explore a variety of topics, engage in conversations that will enrich your understanding of continuous improvement and be energized by the keynote speaker, Mike Rutherford.

Schools Encouraged to Submit Best Practices

The Kentucky Department of Education's Best Practices and Sustainability website is open for submission of best practices from schools and districts.

The Best Practice website is

Districts/schools should be collecting both input and outcome data to reflect on the following questions regarding their plan:

- Are the planned strategies and activities being implemented as intended?
 - How do we know?
- Are our strategies and activities meeting the needs of learners?
 - How do we know?
- Will we adjust or stay the course?

Pursuant to 703 KAR 5:225, Comprehensive District Improvement Plans (CDIPs) and Comprehensive School Improvement Plans (CSIPs) *must be posted online*. CDIPs must be posted to the district's website, while CSIPs must be posted to each school's website.

With Phase Four diagnostics yet to be completed, it is important to follow local policy regarding the timeline for posting, and remember to include any attachments referenced in a diagnostic. Please see below for additional information on what should be posted for each improvement plan:

District's Improvement Plan:

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts
- Needs Assessment Diagnostic for Districts
- District Assurances
- Comprehensive District Improvement Plan (including the Goal Building Template)
- Superintendent Gap Assurances
- Professional Development Plan for Districts

School's Improvement Plan:

- Continuous Improvement Diagnostic for Schools
- Executive Summary for Schools
- Needs Assessment for Schools

designed to serve as a clearinghouse to promote practices that motivate, engage and provide measurable results in student learning, achievement and school/district processes. Any aspect of a school system that can impact student outcomes through improved instruction or operations can be submitted as a best practice.

Best practices should be submitted to the Best Practices database by May 1 to be considered for acknowledgement at the Continuous Improvement Summit, scheduled for Sept. 25-26. For more information, email Natasha Stein.

Those receiving this at KSB and KSD, please make sure all employees receive it. Also, ATC principals are asked to forward it to their staffs.

Please send your questions, comments and suggestions on the Monday Message to Jennifer Ginn by 10 a.m. Friday to be published in the upcoming week.

- School Assurances
- Comprehensive School Improvement Plan (including the Goal Building Template)
- Professional Development Plan for Schools

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From: KASC kasc@memberclicks-mail.net
Subject: Legislative News - April 18, 2023
Date: April 18, 2023 at 4:20 PM
To: danielle.padgett@boyle.kyschools.us



Volume 9 | April 18, 2023

Dear KASC Members,

On April 17, 2023, the Kentucky Department of Education issued Guidance interpreting the recent laws that took effect immediately upon passage this session. Of particular impact for school councils, are SB 5 on challenges to instructional materials and SB 150 which addresses curriculum on human sexuality and several issues relating to the use of pronouns and restrictions on the use of bathrooms.

Your local school board will be adopting new policies relating to both SB 5 and SB 150 and then your school council will need to review your policies to be consistent with new state laws. Note that the KDE guidance has several hyperlinks that contain supplemental guidance.

Click [here](#) for the KDE guidance.

Please visit our [Legislative News](#) page for past volumes.

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Connect with Us:

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